

Spanish





Curr	iculum Purpo	se:					
	Beyond KEVI HWGA:	The study of Spanish can lead to further education through degree and other courses. Many further education establishments offer courses in language related subjects such as Linguistics and European Studies. Spanish can lead to a variety of career opportunities in the following fields: Hospitality and Tourism(tour guide, museum curator), Publishing and Media(journalist, writer), Education(languages teacher, university lecturer), Civil Service(translator, interpreter), Law(barrister, magistrate), Advertising and Marketing(copywriter, researcher). Furthermore, studying a language gives students to opportunity to learn and develop key transferable and employability skills which will support them in their further education and career.					
Context	which will support them in their further education and career. KS4 Students at KS4 will further develop their confidence in communicating effectively in Spanish using the spead reading and writing skills that they began developing at KS3. They will work within the following contexts: 10 Culture, including family, friends, technology, and festivals; Local, National, International and Global Areas including home, social issues and travel; Current and Future Study and Employment, including school, furthe jobs. Their understanding of Spanish culture will also be developed through the study of these themes.						
)	ks3	In Year in year 7 students are exposed to Spanish and French and in year 8 students will chose to continue studying Spanish or French the next year. In KS3, students are introduced to the basic vocabulary and grammar required to begin to communicate with others in Spanish using speaking, listening, reading and writing skills. An interest in the language and culture of Spain and Spanish-speaking countries is developed through the study of the following topic areas: self and family, school and future plans, hobbies and interests, home, holidays, technology, health and lifestyle, global issues. Students will also be encouraged to observe the links and any similarities or differences between the two languages in year 7.					
	KS1/2 links	At KS1/2 students study a variety of different languages to a variety of different levels. Those who have studied French at KS1/2 are encouraged to build on their knowledge in the early stages of KS3. Those who have studied other languages at KS1/2 are encouraged to observe the links and any similarities/differences between the language they have studied and French.					



			NLVI FI	Kevi Hwga curriculum map			
Big Qs Linked to NC	Autumn 1 How do I talk about my city/town?	Autumn 2 How do 1 discuss employment?	Spring 1 How do I talk about creating a better world?	Spring 2 How do I talk about traditions and customs?	Summer 1 How do I talk about my city/town?	Summer 2 How do I refer to different time frames and apply grammar accurately?	
Year 11	Revising places in town and describing what there is -Asking for and giving directions -Describing features of a region/city -Describing the weather - Simple future -Planning what to do -Shopping for clothes -Talking about advantages and disadvantages of your town -Describing a visit to town using three-time frames -Talking about transports and arranging travel	-Talking about different jobs - Discussing job preferences - Talking about how you earn money - Discussing about job experience - Talking about languages and travel - Applying for a summer job - Discussing plans for the future	-Describing different type of houses - Talking about the environment - Talking about healthy eating - Considering global issues - Talking about local actions - Discussing healthy lifestyles - Talking about international sporting events.	- Describing mealtimes - Talking about daily routine - Talking about injuries and illnesses - Talking about typical food - Comparing different festivals - Describing special day - Ordering in a restaurant - Talking about a music festival	- Catching-up on missed content. Revising key grammar points.		
Key Knowledge, Concepts and skills	Fluency: Pronunciation of "v" ("vivo") Reminder that "h" is a silent letter ("hay") Pronunciation of "ll" ("Amarillo", "llevo". "talla") Pronunciation of "ñ" (señora)	Fluency: Making explicit difference masculine and feminine sounds Making the right intonation in questions Stress pronunciation in words with accents in the past tense Pronunciation of h	Fluency: Pronunciation of "r" and "rr" Pronunciation of "ll" Pronunciation of "h" Correct pronunciation of "hay" Pronunciation of "j" Vocabulary: House description	Fluency: Correct pronunciation of "sp" sound Pronunciation of "j", "h" and "ll" Pronunciation of "z" Stress the sound of the third person plural Pronunciation of "v" Stress the sound in superlative "isimo"			

	Pronunciation of "z" ("zapatos") Pronunciation of "qu" ("parques", "tranquillo") Accents impact on pronunciation Understanding, asking and answering questions Vocabulary: Places in town Directions Using "se puede" and "se pueden" General activities (that you can do in a region) Tourist information Days of the week Clothes and colours (revision) Opinions on shopping Advantages/disadvantages of a town Using "tanto(s)/tanta(s)" Grammar:	Correct pronunciation of "qu" Making the correct difference between si and si Vocabulary: Workplaces Jobs Jobs description Personality Work experience activities and places Languages and skills Future expressions Elements in a curriculum Grammar: Masculine and feminine nouns for jobs Leaving out the indefinite article when talking about jobs Verbs followed by the infinitive Understanding words	Type of food and food nutrients Global and social issues Local issues Environment problems & solutions Sport events Grammar: Using the 'we' form of verbs The superlative Se debería + infinitive Identifying synonyms Using tenses to work out different time frames Using verbs in the third person plural	Vocabulary: Mealtimes and food Temporary states and feelings Illnesses and injuries Weights Celebration activities Festivals Grammar: Reflexive verbs Using estar for temporary states and feelings Expressions with tener Differentiating between Me gusta / Me gustaría Using quantity expressions Using verbs in the 'we' and 'they' form Preterit tense of reflexive verbs Using estar to describe a temporary state Understanding adjectives ending in -ísimo		
	Clothes and colours (revision)	nouns for jobs Leaving out the		and 'they' form Preterit tense of reflexive		
	Advantages/disadvantages	talking about jobs		Using estar to describe a		
	·					
	Grammar:	Understanding words		ending in -ísimo		
	Using "some", "many", "lots of"	with more than one meaning		Using acabar de + infinitive		
	Adjective agreements	Using the preterite and				
	Infinitives	the imperfect tense				
	Simple future ("I will")	Lo + adjective				
	Using "if" clauses ("Si hace calor, visitaré la	Using desde hace to say how long you have been				
	catédral")	doing something				
	Demonstrative adjectives	The perfect tense				
		The future tense				
1101	ACD	Using 'if' clauses	ACD	ACD	ACD	ACD
HPL	ACPs: Connection finding	ACPs: Connection finding	ACPs: Connection finding	ACPs: Connection finding	ACPs: Connection finding	ACPs: Connection finding
	Strategy planning	Strategy planning	Strategy planning	Strategy planning	Strategy planning	Strategy planning
	Metacognition	Metacognition	Metacognition	Metacognition	Metacognition	Metacognition
	Precision	Precision	Precision	Precision	Precision	Precision
	Generalisation	Generalisation	Generalisation	Generalisation	Generalisation	Generalisation

	Automaticity	Automaticity	Automaticity	Automaticity	Automaticity	Automaticity
	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation
	Originality	Originality	Originality	Originality	Originality	Originality
	VAA:	VAA:	VAA:	VAA:	VAA:	VAA:
	Practice	Practice	Practice	Practice	Practice	Practice
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
	Collaborative	Collaborative	Collaborative	Collaborative	Collaborative	Collaborative
	Open-minded	Open-minded	Open-minded	Open-minded	Open-minded	Open-minded
Feedback &	Formative:	Formative:	<u>Formative:</u>	Formative:	<u>Formative:</u>	<u>Formative:</u>
Assessment	Subject Knowledge Check	Mock exams	Mock speaking	Mock exams	<u>Summative:</u>	<u>Summative:</u>
	Mock Speaking	<u>Summative:</u>	<u>Summative:</u>	<u>Summative:</u>		
	<u>Summative:</u>	K.O quiz	K.O quiz	K.O quiz		
	K.O quiz					



			KLVI HWGA CUPPICUIUM MAD				
Big Qs Linked to NC	Autumn 1 How do 1 talk about holidays?	Autumn 2 How do describe my school life?	Spring 1 How do I talk about myself and my	Spring 2 How do 1 talk about my hobbies?	Summer 1 How do I talk about my city/town?	Summer 2 How do I refer to different time frames	
			likes/dislikes?		, and the second	and apply grammar accurately?	
Year 10	-Using the present tense -Describing normal holidays -Holidays preferences -Using the preterite tense -Talking about a past holiday -Using the imperfect tense and knowing the differences between preterite and imperfect -Describing a trip to Barcelona -Describing a disastrous holiday -Booking a hotel and problems in a hotel	-Reviewing school subjects and giving opinions -Describing school uniform -Describing the school day (revising the time) -Describing your school -Describing primary school life -Discussing school rules and pressure -Using the near future tense -Describing a future school trip -Talking about activities and achievements in school.	-Describing myself and others -Reviewing the present tense -Describing my family and what I do with my family -Discussing my use of social networks -Using the present continuous -Talking about what you are doing now and making arrangements to go out -Discussing reading preferences -Describing relationships	-Talking about TV programme and films -Talking about what you usually do - Discussing what I do in my spare time -Talking about sports (that I do, used to do and did) -Using the perfect tense ("I have done") -Talking about what is trending -Discussing different types of entertainment -Describing a role model	-Revising places in town and describing what there is -Asking for and giving directions -Describing features of a region/city -Describing the weather - Simple future -Planning what to do -Shopping for clothes -Talking about advantages and disadvantages of your town -Describing a visit to town using three-time frames -Talking about transports and arranging travel	Catching-up on missed content. Revising key grammar points.	
Key Knowledge, Concepts and skills	Fluency: Pronunciation of "v" Accents impact in pronunciation Pronunciation of "ñ" Pronunciation of "j" ("jugué", "me alojé", "jabón", "viajé") Pronunciation of "g" ("gimnasio") "h" silent letter ("hay")	Fluency: Pronunciation of "g" ("religion", "inglés", "elegante") Accents impact on pronunciation Pronunciation of "r" Pronunciation of "ll" ("llevar") Pronunciation of "r" Pronunciation of "g"	Fluency: Pronunciation of "j" ("jugar", "major") Pronunciation of "ll" ("llevar") Accents impact on pronunciation Pronunciation Pronunciation of "qu" ("qué", "quedamos", "quieres")	Fluency: Pronunciation of "j" ("jugaba", "juego", "personajes") Pronunciation of "ll" ("maquillaje") Pronunciation of "v" Pronunciation of "ñ" "h" is a silent letter Accents impact on pronunciation	Fluency: Pronunciation of "v" ("vivo") Reminder that "h" is a silent letter ("hay") Pronunciation of "ll" ("Amarillo", "llevo". "talla") Pronunciation of "ñ" (señora) Pronunciation of "z" ("zapatos")		

	Understanding, asking and answering questions Vocabulary: Holidays vocabulary and activities Frequency words Connectives Weather phrases (in the present tense and preterite) Opinion verbs and vocabulary Higher numbers Question words Hotel accommodations and problems Grammar: Present tense Opinion verbs with infinitives Preterite tense Using verbs with "usted"	Pronunciation of "u" ("usar", "punctual", "durante") Pronunciation of "v" ("voy") Understanding, asking and answering questions Vocabulary: School subjects Opinions verbs Qualifiers/quantifiers Clothes and colours Times and numbers School facilities Question words Saying "the good thing is" / "the bad thing is" School rules and school problems / pressure School trip activities School activities/clubs and achievements "desde haceaños" Grammar: Adjetive agreement Making comparisons Using negatives Imperfect tense Phrases followed by the infinitives ("se debe", "no se debe", "no se permite", está prohibido") Present tense of "ir" Near future tense Direct object pronoun	Pronunciation of "c" ("ficción", "cómics", "cuando", nunca") Pronunciation of "ñ" ("años") Understanding, asking and answering questions Vocabulary: Family members Vocabulary of description Activities on social networks Using "para + inf" Hobbies Book genres and opinions Connectives and frequency words Family relationships ("me Ilevo bien/mal con") Grammar: Possessive adjectives Adjective agreement Revision of present tense Present tense of "estar" Present continuous introduction (+ present participle) Using "ser" and "estar"	Understanding, asking and answering questions Vocabulary: Free time activities Sports TV programmes and films Opinions Expressions of frequency Suelo + infinitive Question words Tener ganas de + infinitive Adjectives of personality Inspirational people and actions Grammar: Preposition "al" and "a la" Singular and plural forms of nouns Adjective agreements Preterite Imperfect tense Perfect tense Perfect tense (saying what you have done) Using adjectives "algunos", "otros", "muchos", "demasiados"	Pronunciation of "qu" ("parques", "tranquillo") Accents impact on pronunciation Understanding, asking and answering questions Vocabulary: Places in town Directions Using "se puede" and "se pueden" General activities (that you can do in a region) Tourist information Days of the week Clothes and colours (revision) Opinions on shopping Advantages/disadvantages of a town Using "tanto(s)/tanta(s)" Grammar: Using "some", "many", "lots of" Adjective agreements Infinitives Simple future ("I will") Using "if" clauses ("Si hace calor, visitaré la catédral") Demonstrative adjectives	
HPL	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation	Direct object pronoun ACPs: Connection finding Strategy planning Metacognition Precision Generalisation	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation

	Automaticity	Automaticity	Automaticity	Automaticity	Automaticity	Automaticity
	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation
	Originality	Originality	Originality	Originality	Originality	Originality
	VAA:	VAA:	VAA:	VAA:	VAA:	VAA:
	Practice	Practice	Practice	Practice	Practice	Practice
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
	Collaborative	Collaborative	Collaborative	Collaborative	Collaborative	Collaborative
	Open-minded	Open-minded	Open-minded	Open-minded	Open-minded	Open-minded
Feedback &	<u>Formative:</u>	<u>Formative:</u>	<u>Formative:</u>	<u>Formative:</u>	<u>Formative:</u>	<u>Formative:</u>
Assessment	Subject Knowledge	Writing paper	Reading and translation	Subject Knowledge Check	Mock speaking exam	Finals: writing,
	Check	Listening assessment on	assessment on HT1, HT2	Writing paper Foundation	<u>Summative:</u>	listening and reading
	Reading and	HT1 and HT2	and HT3	& Higher	K.O quiz:	Summative:
	translation assessment	<u>Summative:</u>	Listening paper with	<u>Summative:</u>	•	K.O quiz
	with support	K.O quiz	support	K.O quiz		•
	<u>Summative:</u>	,	Summative:	·		
	K.O quiz		K.O quiz			
	•		,			

KING EDWARD VI HANDSWORTH WOOD GIRLS' ACADEMY

Big Qs Linked to NC	Autumn 1 How do 1 discuss holidays?	Autumn 2 How do I talk about what interests me?	Spring 1 How do I discuss about having a healthy lifestyle?	Spring 2 How do 1 talk about going out?	Summer 1 How do 1 discuss jobs?	Summer 2 How do I talk about plans for the summer?
Year 9	Talking about countries	Saying what I use my	Talking about food and	Saying what I want to	Saying what you have to	Describing a holiday
Two lessons	Talking about a past	phone for.	mealtimes	order in a restaurant	do at work	home
per week	holiday Saying what you did on holidays and how it was.	Saying what type of music 1 listen Talking about things 1 like Talk about TV Series and films Saying what 1 normally do during the week	Talking about diet Describing an active lifestyle Talking about your daily routine Discussing about illness and ailments Talking about getting fit Describing your lifestyle	Discuss what to buy for a party Describing a party Talking about birthday celebrations Arranging going out Making excuses Talking about attending sporting events	Saying what job you would like to do Saying what you did at work yesterday Describing jobs Copying with authentic texts	Describing holidays activities Asking for directions Talking about summer camps Describing a world trip

Key	Fluency:	Fluency:	Fluency:	Fluency:	Fluency:	Fluency:
Knowledge,	Pronunciation of words	Pronunciation of h and	Pronunciation of II	Pronunciation of d	Pronunciation of j	Clear pronunciation
Concepts	with two vowels: Grecia,	ch	Accurately pronunciation	between vowels	Pronunciation of	between "se puede"
and skills	avión	Pronunciation of c	of stem changing verbs	Pronunciation of v	masculine and feminine	and "se pueden",
	Difference of	Making explicit	<u>Vocabulary:</u>	Pronunciation of h	correctly	Pronunciation of Z
	pronunciation between	difference between	Food and mealtimes	Pronunciation of Q	Difference of	Pronunciation of ü
	"fui" and "fue"	singular and plural	Time phrases	Pronunciation of j	pronunciation between	Vocabulary:
	Pronunciation of rand	Stress in words with	Frequency	Vocabulary:	"fui" and "fue"	Adjectives to describe
	rr	accents (música)	Sports	Vocabulary of food and	<u>Vocabulary:</u>	houses
	<u>Vocabulary:</u>	<u>Vocabulary:</u>	Routine tasks	ordering in a restaurant	Jobs	Holiday activities
	Countries	Activities on phone	Body parts	(menu, primer plato, etc.)	Jobs description-	Directions
	Holiday activities	Opinions	Illnesses	Vocabulary of party	activities	Activities to do in a
	Means of transports	Type of music	Healthy and unhealthy	activities	Adjectives to describe	summer camp
	Giving extended	Tv programmes and films	activities	Places in town to go out	jobs	Fillers
	opinions	Uncommon opinion	Recalling time	Recall time	Workplaces	Grammar:
	Using sequencers	phrases (me chifla, me	Grammar:	Positions (delante, detrás,	Using sequencers and	Understanding the
	<u>Grammar:</u>	mola, etc.)	Verbs of mealtimes	etc.)	time phrases	difference between
	Past tense of "ir"	Hobbies and interests	Using "no" and "nunca" to	Esxcuses	Grammar:	"ser" and "estar"
	Past tense of regular	Daily activities	make sentence negative	<u>Grammar:</u>	Recall "tener que +	Comparatives
	verbs	<u>Grammar:</u>	Recall stem changin verbs,	Using "usted" and	infinitive"	Superlatives
	Past tense of "ser"	Recall present tense of	e.g, jugar, preferer	"ustedes"	Recall adjective	Imperatives
		regular verbs and "ir"	Reflexive verbs	Me gustaría + infitive	agreement	"Se puede" + infinitives
		and "ser"	Understand the difference	Stem-changing verbs, e.g.,	Understand the	
		Opinion phrase and	between "ser" and "estar"	querer, poder	difference between "me	
		determine article	to talk about temporary	Using three tenses together	gusta" and "me	
		Stem changing verbs, e.g.	state.		gustaría"	
		"preferir"	Using "se debe" + infinitive		Recall past tense	
		Uncommon opinion	Using sequencers,		Recall past tense of "ir"	
		phrases	connectives and opinions		Using present and past	
			to create an interesting		verbs together	
			paragraph			
1101	ACDe	ACDe	ACD:	ACD	ACDe	ACDe
HPL	ACPs: Connection finding	ACPs:	ACPs:	ACPs:	ACPs:	ACPs: Connection finding
	' '	Connection finding	Connection finding	Connection finding	Connection finding	
	Strategy planning	Strategy planning	Strategy planning	Strategy planning	Strategy planning	Strategy planning
	Metacognition Precision	Metacognition Precision	Metacognition Precision	Metacognition Precision	Metacognition Precision	Metacognition Precision
	Generalisation	Generalisation	Generalisation	Generalisation	Generalisation	Generalisation
	Automaticity	Automaticity Salf-regulation	Automaticity Salf-regulation	Automaticity Salf-regulation	Automaticity	Automaticity
	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation

	Originality	Originality	Originality	Originality	Originality	Originality
	VAA:	VAA:	<u>VAA:</u>	VAA:	<u>VAA:</u>	VAA:
	Practice	Practice	Practice	Practice	Practice	Practice
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
	Collaborative	Collaborative	Collaborative	Collaborative	Collaborative	Collaborative
	Open-minded	Open-minded	Open-minded	Open-minded	Open-minded	Open-minded
Feedback &	Formative:	<u>Formative:</u>	Formative:	Formative:	Formative:	Formative:
Assessment	Writing and	Listening assessment	Writing and translation	Listening assessment	Writing and translation	Year 9 - SKC
	translation assessment	Speaking assessment	assessment	Speaking assessment	assessment	<u>Summative:</u>
	Reading and	<u>Summative:</u>	Reading and translation	Summative:	Reading and	K.O quiz
	translation assessment	K.O quiz	assessment	K.O quiz	translation assessment	·
	<u>Summative:</u>	·	<u>Summative:</u>	·	<u>Summative:</u>	
	K.O quiz		K.O quiz		K.O quiz	
	·				·	



Big Qs	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Linked to NC	How do I talk about	How do I discuss	How do I talk about my	How do I talk about going	How do 1 discuss jobs?	How do I talk about
	what interests me?	holidays?	daily routine?	out?	·	plans for the summer?
Year 8	Saying what I use my	Talking about countries	Giving opinions about food.	Saying what I want to	Saying what you have to	Describing a holiday
Two lessons	phone for.	Talking about a past	Describing mealtimes.	order in a restaurant	do at work	home
per week	Talking about my music	holiday	Discussing getting ready to	Discuss what to buy for a	Saying what job you	Describing holiday
-	preferences.	saying what you did on	go out.	party	would like to do	activities
	Saying about what I	holidays and how it was	Talking about clothes and	Describing a party	Saying what you did at	Asking for directions
	watch in TV.	_	colours	Arranging going out	work yesterday	Talking about summer
				Making excuses	Describing jobs	camps

	Describing what activities 1 did yesterday.			Talking about attending sporting events	Copying with authentic texts	Describing a world trip
Key Knowledge, Concepts and skills	Fluency: Pronunciation of key sounds: h, r, g, c Understanding the role of accents in the past tense Vocabulary: Activities on phone Opinions Type of music TV programmes Frequency words Free time activities Grammar: Revising present tense Stem-changing verbs - Preferir The use of definite articles with opinion phrases Past tense of regular/irregular verbs. Using present and past verbs together	Fluency: Pronunciation of words with two vowels: Grecia, avión Difference of pronunciation between "fui" and "fue" Pronunciation of r and rr Vocabulary: Countries Holiday activities Means of transports Giving extended opinions Using sequencers Grammar: Revision of present tense with -ar, -er and -ir verbs Near future tense Preterite of -ar, -er and -ir verbs	Fluency: Pronunciation of key sounds: ñ, II, ch, j, z Vocabulary: Opinion phrases, Food and mealtimes Daily routine verbs Colours Clothes Sequencers Grammar: Using opinión phrases with infitives Using "no" to make a sentence negative Reflexive verbs Recall adjective agreement Recal Near future tense Using "este, esta, estos, estas".	Fluency: Pronunciation of d between vowels Pronunciation of v Pronunciation of h Pronunciation of Q Pronunciation of j Vocabulary: Vocabulary of food and ordering in a restaurant (menu, primer plato, etc.) Vocabulary of party activities Places in town to go out Recall time Positions (delante, detrás, etc.) Esxcuses Grammar: Using "usted" and "ustedes" Me gustaría + infitive Stem-changing verbs, e.g., querer, poder Using three tenses together	Fluency: Pronunciation of j Pronunciation of masculine and feminine correctly Difference of pronunciation between "fui" and "fue" Vocabulary: Jobs Jobs description-activities Adjectives to describe jobs Workplaces Using sequencers and time phrases Grammar: Recall "tener que + infinitive" Recall adjective agreement Understand the difference between "me gusta" and "me gustaría" Recall past tense Recall past tense Recall past tense of "ir" Using present and past verbs together	Fluency: Clear pronunciation between "se puede" and "se pueden", Pronunciation of Z Pronunciation of ü Vocabulary: Adjectives to describe houses Holiday activities Directions Activities to do in a summer camp Fillers Grammar: Understanding the difference between "ser" and "estar" Comparatives Superlatives Imperatives "Se puede" + infinitives
HPL	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity	ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity

	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation
	Originality	Originality	Originality	Originality	Originality	Originality
	VAA:	VAA:	VAA:	VAA:	VAA:	VAA:
	Practice	Practice	Practice	Practice	Practice	Practice
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
	Collaborative	Collaborative	Collaborative	Collaborative	Collaborative	Collaborative
	Open-minded	Open-minded	Open-minded	Open-minded	Open-minded	Open-minded
Feedback &	<u>Formative:</u>	<u>Formative:</u>	<u>Formative:</u>	<u>Formative:</u>	<u>Formative:</u>	<u>Formative:</u>
Assessment	Listening assessment	Writing and translation	Listening assessment	Writing and translation	Listening assessment	Year 8 - SKC
	Speaking assessment	assessment	Speaking assessment	assessment	Speaking assessment	<u>Summative:</u>
	Summative:	Reading and translation	<u>Summative:</u>	Reading and translation	Summative:	K.O quiz
	K.O quiz	assessment	K.O quiz	assessment	K.O quiz	
		<u>Summative:</u>		<u>Summative:</u>		
		K.O quiz		K.O quiz		

KING EDWARD VI HANDSWORTH WOOD GIRLS' ACADEMY

Big Qs Linked to NC	Autumn 1 How do I give basic information about myself in Spanish? (1 lesson per week)	Autumn 2 How do I talk about my hobbies? (2 lessons per week)	Spring 1 How do I talk about school? (1 lesson per week)	Spring 2 How do I talk about my family and friends? (2 lessons per week)	Summer 1 How do I talk about my city and what I do in the city? (1 lesson per week)	Summer 2 How do 1 talk about my holidays? (2 lessons per week)
Year 7	Introducing myself and	Talking about what I like	Talking about what	Describing my family	Describing my town or	Talking about
(First year	getting used to Spanish	to do	subjects 1 study	Describing myself	village	countries
of Spanish)	pronunciation	Present tense of -ar verbs	Giving opinions about	Talking about what others	Telling the time and	Describing normal
•	Spelling my name using	Describing what I do in	school subjects	look like	saying what I do	holidays
	the Spanish alphabet	my spare time and how	Describing my school	Talking about where I live	Ordering food in a café	Opinions on holidays
	Talking about my age	often	Talking about what I do at	-		Planning a future
	and my siblings		break time			holiday

	Saying when my birthday is Describing my personality Talking about my pets	Talking about the weather Saying what I and others do in different types of weather Talking about the sports I do/play Taking part in a longer conversation	Talking about food 1 eat at school		Saying what you are going to do at the weekend	
Key	Fluency:	Fluency:	Fluency:	Fluency:	Fluency:	Fluency:
Knowledge,	Pronunciation of key	Pronunciation of j, ll,	Pronunciation of y	Pronunciation of	Pronunciation of z	Pronunciation of
Concepts	sounds: ñ, r, j, b, v	Pronunciation of c	Pronunciation of g before	diphthongs: cruel, guapa,	(diez, plaza)	words with two vowels:
and skills	Understanding the role	before e and i.	e, i, a, o, u and consonants	tiene	Pronunciation of b and	Grecia, avión
	of accents in a word Spanish alphabet	Understanding and	Pronunciation of c before a, e, i, o, u and consonants	Pronunciation of ñ	Pronunciation of	<u>Vocabulary:</u> Countries
	Vocabulary:	asking questions Vocabulary:	Vocabulary:	Vocabulary: Family members	diphthong eu (euros)	Holiday activities
	Numbers from 1 to 31	Verbs of opinions	School subjects	Higher numbers	Vocabulary:	Means of transports
	Months	Reasons for opinions	Reasons for opinions	Hair colours and style	Places in town	Giving extended
	Brothers and sisters	Hobbies	Saying what there is/are	Eye colours	Revision of numbers	opinions
	Adjectives of	Frequency words	School facilities	Intensifiers	Food and drinks	Grammar:
	personality	Weather phrases	Breaktime activities	Accommodations and	Time phrases	Revision of present
	Pets	Seasons	Snacks	areas	Grammar:	tense with -ar, -er and
	Intensifiers (muy, un	Sports	Connectives: primero, luego,	Cardinal points	Revision of the	-ir verbs
	poco, bastante)	Days of the week	normalmente, a veces	Rooms in the house	indefinite articles and	
	Grammar:	Question words	Grammar:	Grammar:	learning how to say	
	Subject pronouns in	Grammar:	Using "me gusta"/ "me	Using "tener" and "ser"	"many"	
	Spanish	Using "me gusta"	gustan"	together	Using the verb "ir"	
	Present tense of "tener"	Infinitive form of verbs	Definite and indefinite	Adjective agreement	Using "querer"	
	Present tense of "ser"	Present tense of -ar verbs	articles	Using the verb "estar" and	Using the near future	
	Adjective agreement	Using the verb "hacer"	Adjective agreements	differences between "ser"	tense	
			Present tense of -ir and -	and "estar"		
1101	ACD-	ACD	er verbs	ACD	ACD	ACD
HPL	ACPs: Connection finding	ACPs: Connection finding	ACPs: Connection finding	ACPs: Connection finding	ACPs: Connection finding	ACPs: Connection finding
	Strategy planning	Strategy planning	Strategy planning	Strategy planning	Strategy planning	Strategy planning
	Metacognition	Metacognition	Metacognition	Metacognition	Metacognition	Metacognition
	Precision	Precision	Precision	Precision	Precision	Precision
	Generalisation	Generalisation	Generalisation	Generalisation	Generalisation	Generalisation
	Automaticity	Automaticity	Automaticity	Automaticity	Automaticity	Automaticity
	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation
	Originality	Originality	Originality	Originality	Originality	Originality

	VAA:	VAA:	VAA:	VAA:	VAA:	VAA:
	Practice	Practice	Practice	Practice	Practice	Practice
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
	Collaborative	Collaborative	Collaborative	Collaborative	Collaborative	Collaborative
	Open-minded	Open-minded	Open-minded	Open-minded	Open-minded	Open-minded
		·	·	•	·	·
Feedback &	<u>Formative:</u>	<u>Formative:</u>	<u>Formative:</u>	Formative:	<u>Formative:</u>	<u>Formative:</u>
Assessment	Writing and	Speaking assessment	Listening assessment	Reading and translation	Listening assessment	Year 7 SKC - Writing,
	translation assessment	Reading and translation	<u>Summative:</u>	assessment	<u>Summative:</u>	reading and
	<u>Summative:</u>	assessment	K.O quiz	Writing and translation	K.O quiz	translation, grammar
	K.O quiz	<u>Summative:</u>		assessment		Summative:
		K.O quiz		<u>Summative:</u>		K.O quiz
				K.O quiz		